

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Park City High School District Park City School District

Target Group:(whole school, entire class) Freshman Class

Target Group selection is based upon the following data/information/school improvement goals: Assessing

the comprehension of freshmen to understand the core curriculum requirements.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # Students Impacted
To increase knowledge of requirements for graduation.	Standard XI	1. Pre/Post Test 2. As needed individual SEOPs. 3. Group SEOP	Counselors	Questionnaire	Sept. 2004 Nov. 2004	100% Freshmen


Principal's Signature

6/10/05
Date

6-10-05
Date of Staff Presentation

Joan Mills
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

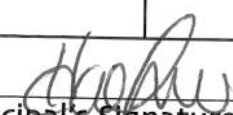
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Utah CGP-Guidance Activities Resi s Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Park City High School District Park City School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you What can the student do with this now?
Mills Hall White Fiat	Freshmen	1. Lecture 2. Power Point Presentation 3. Pre/Post Test	Sept. 2004 through Nov. 2004	355	Please see attached chart.	Increase in knowledge to over 90% in all areas except one. (88%)	Class room presentations increase student knowledge.


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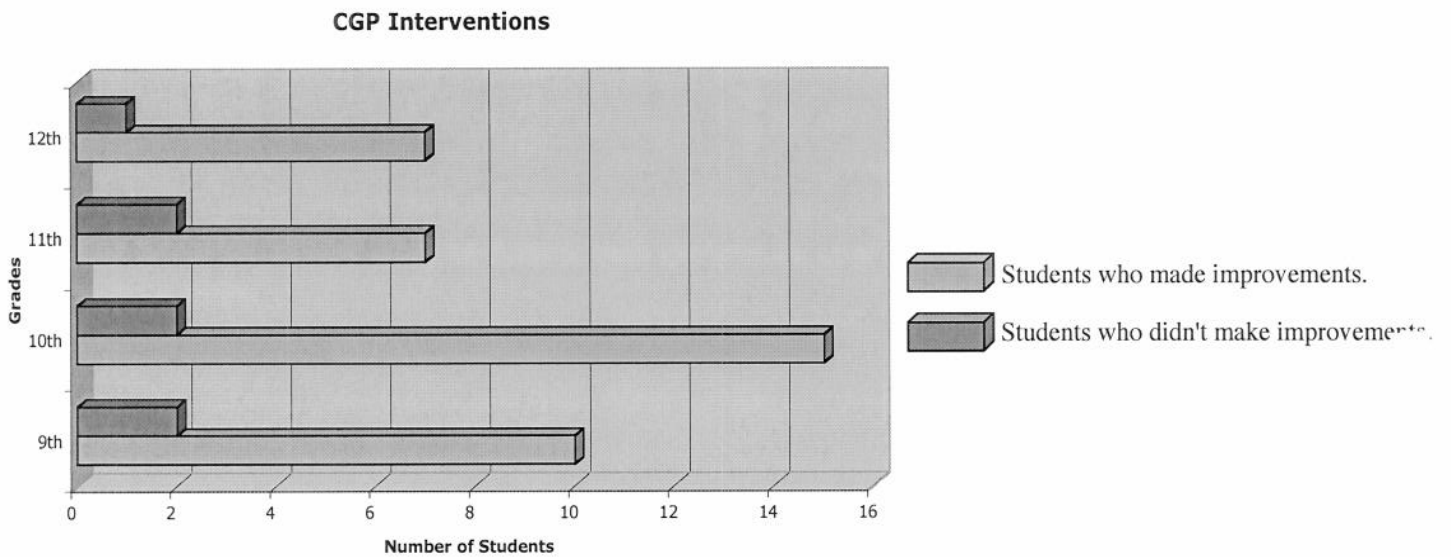
**Include actual numbers and attach data, examples and documentation

CGP/Academic Counts 04-05

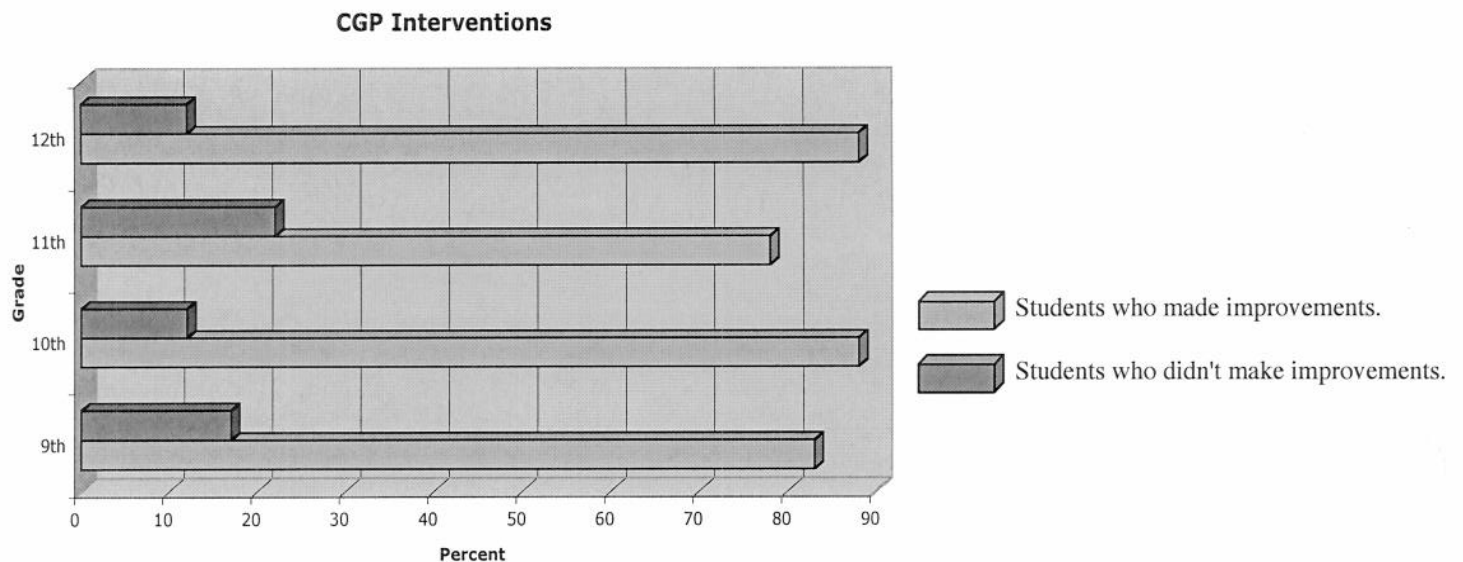
The following table illustrates the total number of students from each grade that were referred by Academic Counts for intervention.

Grade:	Number of Students:
9	12
10	17
11	9
12	8

The chart below shows how many students in each grade made improvements as a result of the interventions given.



The last chart shows the percentage of students in each grade that made improvements as a result of interventions.



Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Park City High School District Park City School District

Target Group: Students not meeting SEOP goals

Target Group selection is based on the following data/information/school improvement goal: Academic achievement and attendance.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # Students Impacted
*Improvement in grades and attendance.	*Credit Earned	*Referral by teachers, counselors, administrator staff *1 period extra help. *Follow up with teacher.	*Trackers - 1 period buy out. 1 Full time attendance tracker/enforcement	*Passing grades Improved attendance	*9/1/04 - 6/9/05	90-100 attendance 45 - 50 grades

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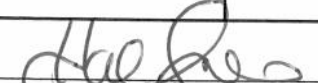


Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Park City High School District Park City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Fiat White Mills Hall	Academic	Academic Counts Class Truancy Tickets	9/1/04 - 6/9/05	46	Improved Attendance Improved grades or credit earned	Improved Attendance 100% 39 improved status quo 85% improvement rate	Verbal Warnings Truancy Tickets Lower incidence of absences. Extra Help


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**Include actual numbers supporting conclusions and attach data, examples and documentation

Park City High School 9th Grade Pre & Post Tests

The following pre-and post-test questions were given to freshmen at Park City High School before and after the Guidance Department's presentation in September of 2004.

Pre-Test Results:

Question Number:	Actual Question:	% of Students Who Answered Correctly
1	How many credits are currently required for graduation from Park City High School?	50
2	For which of the following subject areas is it necessary to earn 4 credits in?	56
3	Which of the following classes are required by the state of Utah for graduation?	41
4	You can earn college credit by taking AP classes and passing the corresponding AP exams?	92
5	Which of the following is a possible venue for continuing your education after high school?	85
6	Which grade has the most impact on your overall GPA?	56
7	Courses can be taken outside of Park City High School for graduation credit?	83
8	Which of the following is a recommended strategy for developing good study skills?	20

Post-Test Results:

Question Number:	% of Students Who Answered Correctly
1	98
2	98
3	96
4	96
5	93
6	96
7	98
8	88

